

## EDUCATIONAL ASSESSMENT IN BASIC EDUCATION UNDER THE INTEGRATIVE EDUCATION REFORMS IN THE PHILIPPINES

[P-1](#)

**Arnilla, Arvin Kim**

*Doctoral School of Education, University of Szeged*

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**Aims:** In the last seven years, the Philippines has embarked on the K to 12 Curriculum Program which has effectively reformed the entire education system from the basic to tertiary levels. Apart from adding two years in the basic education structure, reforms were also made on assessment guided by the recent conceptualizations. This paper aims to examine these integrative reforms emphasizing educational assessment in basic education such as the conduct of classroom assessment, national assessment and the possibility of international assessment. All these attempts at improving the quality of Philippine education are not without cost in terms of teacher preparation, materials production, public acceptance and others. **Theoretical framework:** In analyzing the policies on educational assessment, conceptualizations of Vygotsky's Zone of Proximal Development and Hattie's Visible Learning were used. **Methodology:** This paper employed methodologies used in policy analysis by examining pertinent policies and incorporating results of previously conducted researches relevant to the topic. **Themes generated from the materials consulted for the paper will be presented.** **Results and findings:** The various policies relating to educational assessment in basic education are far from perfect as loopholes and refinements are continuously being addressed by the Education Department. Practical issues like teacher preparation and materials production are also being dealt with at a massive scale, while parents of schoolchildren are getting aware of the new ways of assessing children's performance in school. **Theoretical and educational significance:** An examination of the Philippine case becomes significant as it provides a scenario on the 'birth pains' for education reforms done in haste as a result of a genuine desire to improve the quality of education and, at same time, address foreign commitments. A synthesis towards the end of the paper will present insights on the continuing push for education reforms in the Philippines.